

## ST STEPHEN MIDDLE

225 Carolina Ave.  
St. Stephen, SC 29479

**GRADES** 6-8 Middle School

**ENROLLMENT** 277 Students

**PRINCIPAL** Derrick T. Daniels 843-567-3128

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	32	12

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Average	N/A
<b>2002</b>	Below Average	Good	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	Yes

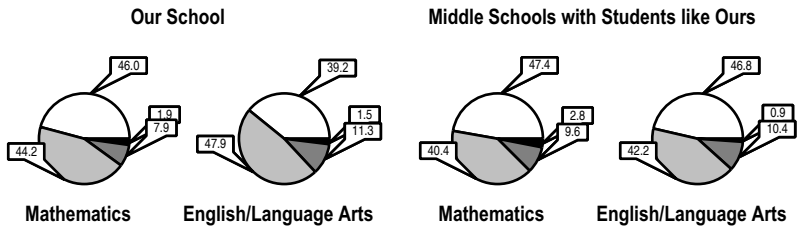
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	286	100.0	39.2	47.9	11.3	1.5	20.8	Yes	Yes
Gender									
Male	156	100.0	45.8	43.8	8.3	2.1	14.6		
Female	130	100.0	31.4	52.9	14.9	0.8	28.1		
Racial/Ethnic Group									
White	36	100.0	20.0	56.7	16.7	6.7	40.0	I/S	I/S
African-American	248	100.0	41.9	46.6	10.7	0.9	18.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	256	100.0	35.3	50.8	12.2	1.7	22.3		
Disabled	30	100.0	74.1	22.2	3.7	0.0	7.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	286	100.0	39.2	47.9	11.3	1.5	20.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	100.0	39.2	47.9	11.3	1.5	20.8		
Socio-Economic Status									
Subsidized meals	257	100.0	40.9	47.7	10.1	1.3	18.1	Yes	Yes
Full-pay meals	29	100.0	25.0	50.0	21.4	3.6	42.9		

Mathematics - State Performance Objective = 15.5%									
All Students	286	100.0	46.0	44.2	7.9	1.9	18.5	Yes	Yes
Gender									
Male	156	100.0	47.2	44.4	7.6	0.7	13.9		
Female	130	100.0	44.6	43.8	8.3	3.3	24.0		
Racial/Ethnic Group									
White	36	100.0	16.7	60.0	16.7	6.7	36.7	I/S	I/S
African American	248	100.0	49.6	42.3	6.8	1.3	16.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	256	100.0	42.9	46.2	8.8	2.1	19.7		
Disabled	30	100.0	74.1	25.9	0.0	0.0	7.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	286	100.0	46.0	44.2	7.9	1.9	18.5		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	100.0	46.0	44.2	7.9	1.9	18.5		
Socio-Economic Status									
Subsidized meals	257	100.0	48.5	43.5	6.8	1.3	17.3	Yes	Yes
Full-pay meals	29	100.0	25.0	50.0	17.9	7.1	28.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	111	99.1	50.5	39.0	10.5	N/A	10.5
	Grade 7	92	100.0	54.1	36.5	8.2	1.2	9.4
	Grade 8	89	100.0	33.3	54.8	11.9	N/A	11.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	90	100.0	65.1	26.7	8.1	N/A	8.1
	Grade 7	105	100.0	31.3	50.5	15.2	3.0	18.2
	Grade 8	91	100.0	25.3	64.4	9.2	1.1	10.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	111	100.0	27.4	51.9	16.0	4.7	20.8
	Grade 7	92	100.0	37.6	47.1	11.8	3.5	15.3
	Grade 8	89	100.0	41.7	54.8	3.6	N/A	3.6
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	90	100.0	50.0	39.5	9.3	1.2	10.5
	Grade 7	105	100.0	39.4	45.5	11.1	4.0	15.2
	Grade 8	91	100.0	51.7	46.0	2.3	N/A	2.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 277)				
Students enrolled in high school credit courses (grades 7 & 8)	26.1%	Up from 25.3%	9.2%	14.6%
Retention rate	4.5%	Up from 2.6%	4.4%	3.0%
Attendance rate	96.7%	No change	94.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%		9.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%		8.8%	5.3%
Eligible for gifted and talented	5.2%	Up from 3.9%	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Down from 11.8%	14.7%	13.9%
Older than usual for grade	7.9%	Up from 6.0%	7.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.7%	1.2%	0.9%
Annual dropout rate	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	37.5%	Up from 33.3%	47.1%	48.7%
Continuing contract teachers	68.8%	Up from 66.7%	71.4%	81.7%
Highly qualified teachers**	85.7%	N/A	88.9%	90.4%
Teachers with emergency or provisional certificates	7.1%		13.0%	5.3%
Teachers returning from previous year	73.0%	Down from 80.4%	76.7%	85.1%
Teacher attendance rate	95.5%	Up from 94.6%	94.4%	94.8%
Average teacher salary	\$40,553	Up 2.5%	\$38,638	\$40,566
Prof. development days/teacher	8.1 days	Down from 12.9 days	11.9 days	11.0 days

School				
Principal's years at school	1.0	Down from 4.0	2.0	3.3
Student-teacher ratio in core subjects	23.6 to 1	Down from 24.4 to 1	18.8 to 1	21.3 to 1
Prime instructional time	91.0%	Up from 89.6%	87.4%	89.3%
Dollars spent per pupil*	\$6,295	Down 7.4%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	49.1%	Up from 44.3%	60.1%	61.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	0.0%	Down from 81.8%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

St. Stephen Middle School is a small, family-oriented, richly historic, multicultural school community, located in the northern part of Berkeley County. Our school's mission is to **EQUIP EACH STUDENT** with the necessary skills to meet the demands of a changing society and produce responsible, contributing citizens!

In addition to being a Title 1 school, St. Stephen Middle is accredited by the Southern Association of Colleges and Schools. Students performing below grade level are identified each year, and an Academic Assistance Plan is created by teachers and parents together to improve student achievement in Language Arts, Math, Science, and Social Studies. 2003-2004 was a good year for St. Stephen Middle School. Much was accomplished through the efforts of our school staff, parents, students, and our Comer School Planning and Management Team (School Improvement Council).

Last year the school went through a change in leadership, but continued to implement and focus on the following school renewal goals: continued emphasis on research-based instructional teaching strategies; student academic performance incentive programs; Accelerated Reader and SOAR to Success reading programs; study skills; implementation of our Comer Model Parent Team; parent/community volunteer program; family literacy course offerings; and after-school programs. We also focused on expanding our use of technology with the additions of Smart Boards, Note Pads, NEC Projectors, and wireless connections from PCs to televisions.

Derrick T Daniels, Principal  
LeShonda Reed, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	20	82	66
Percent satisfied with learning environment	78.9%	58.5%	65.6%
Percent satisfied with social and physical environment	95.0%	67.9%	71.9%
Percent satisfied with home-school relations	65.0%	85.2%	52.3%

\*Only students at the highest middle school grade level at this school and their parents were included.